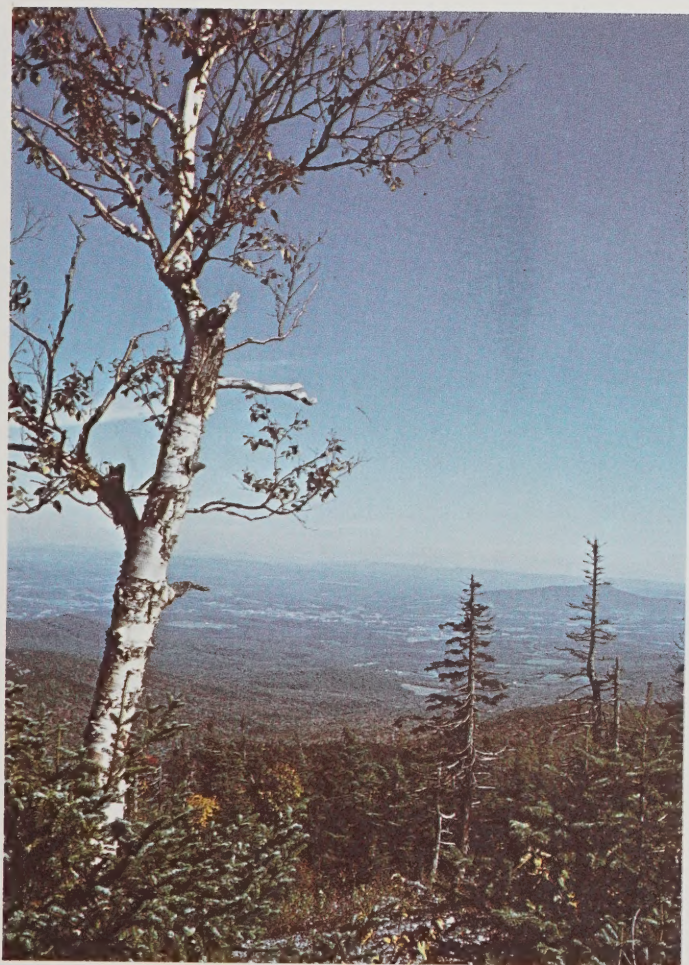


# SAINT MICHAEL'S COLLEGE GRADUATE CATALOG



1977-1978





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## Board of Trustees

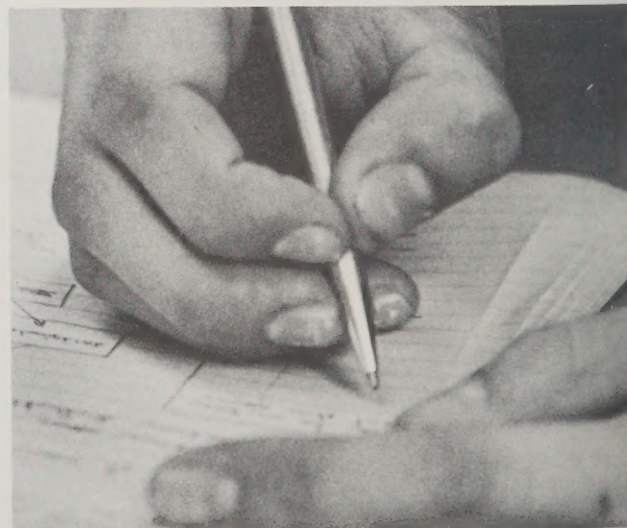
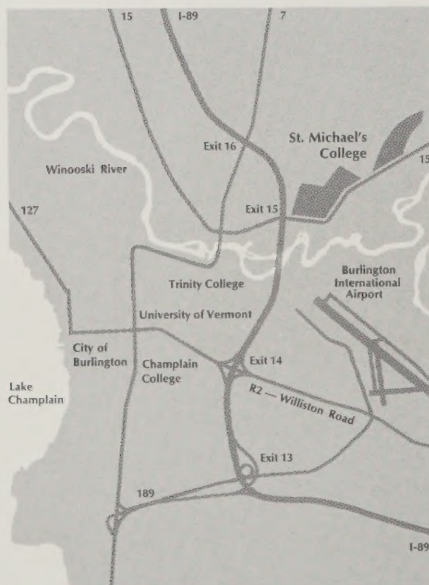
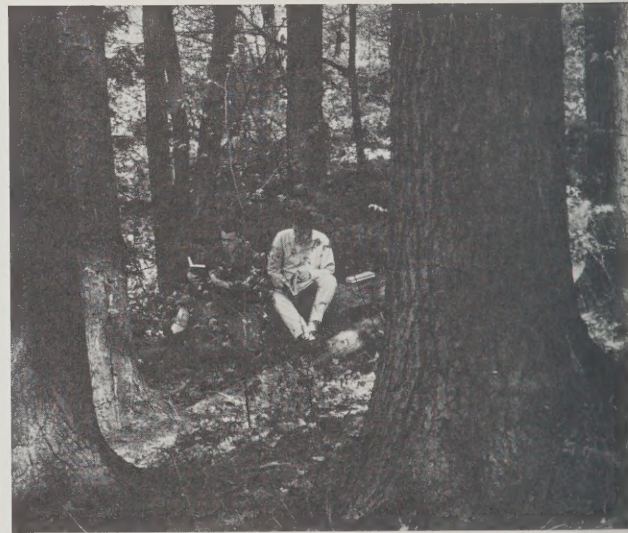
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Dr. Vernon F. Gallagher, *Academic Dean*







## CALENDAR

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- |       |       |  |
|-------|-------|--|
| Sept. | 6     | Registration   |
| Sept. | 7     | Classes begin  |
| Sept. | 21    | Last day for course changes                                |
| Sept. | 29    | Feast of St. Michael.<br>Classes as usual.                 |
| Oct.  | 11    | Columbus Day. Classes as usual.                            |
| Oct.  | 17    | Holiday  |
| Oct.  | 28    | Last day for withdrawal<br>without penalty.                |
| Nov.  | 1     | Feast of All Saints. Classes<br>as usual. Holy Day.        |
| Nov.  | 16    | Feast of St. Edmund.<br>Classes as usual.<br>Special Mass. |
| Nov.  | 23    | Thanksgiving recess begins<br>at 11:30 a.m.                |
| Nov.  | 28    | Classes resume   |
| Dec.  | 8     | Feast of Imm. Concept.<br>Holy Day                         |
| Dec.  | 15-16 | Final Exams  |



- |      |       |   |
|------|-------|---|
| Jan. | 23    | Registration                                |
| Jan. | 24    | Classes begin                               |
| Feb. | 7     | Last day for course changes                 |
| Feb. | 24    | Holiday                                     |
| Mar. | 17    | Last day for withdrawal<br>without penalty. |
| Mar. | 21    | Easter recess after last class              |
| Mar. | 28    | Classes resume                              |
| May  | 15-17 | Final exams                                 |
| May  | 28    | Commencement                                |



### 1977 Summer Session

June 19 - Aug. 12

June 26 - Aug. 5

Workshops and Institutes as  
Announced.

July 4, 1977 Holiday

Examinations — Last two classes of  
each section

**SAINT MICHAEL'S**  
**Winooski, Vermont 05404**  
**Graduate and Summer Fee Schedule**

Fiscal Year 1977-78

Tuition (per credit) .....	\$ 55.00
Administrative Service Fee (paid only once) .....	75.00
(Includes: application fee, registration fee, transfer of credits, library fee, make-up exam fee, and diploma fee for students matriculating 1973, 1974, 1975, 1976)	
Laboratory Fee (as indicated) .....	15.00-50.00
Activities Fee (summers only) .....	20.00
Thesis Fee (6 credits) .....	330.00
Application Fee .....	25.00
Registration Fee .....	5.00
Library Fee .....	10.00
Fee for transfer of credit to St. Michael's College (per credit) .....	5.00
Fee for Make-up Exam .....	10.00
Master's Diploma Fee .....	30.00

**Residence Fees — Summer Session**

Room for eight weeks (double room) .....	175.00
Room for eight weeks (single room) .....	200.00
Board for eight weeks .....	200.00
Room for six weeks (double room) .....	130.00
Room for six weeks (single room) .....	175.00
Board for six weeks .....	170.00
Room for five weeks (double room) .....	110.00
Room for five weeks (single room) .....	150.00
Board for five weeks .....	150.00
Room for three weeks (double room) .....	65.00
Room for three weeks (single room) .....	90.00
Board for three weeks .....	90.00
Room for two weeks (double room) .....	50.00
Room for two weeks (single room) .....	65.00
Board for two weeks .....	60.00
Per day room and board .....	14.00

**Linen Rental**

Blanket (for six weeks) .....	5.00
Linen (per week) by contract only .....	1.50

Auditing will be permitted, without credit, at the rate of \$55.00 per credit.

Note: A twenty-five dollar deposit is required at time of registration.

**Remission of Fees**

Fees are payable at least 3 weeks in advance of registration. In the event the student withdraws before the end of the summer session, the tuition and room fee will be remitted as described below. Because the food service contract is with a food servicing agency, no remission in board will be made.

Withdrawal up to 3:00 p.m. Friday of the 1st week .....	75%
Withdrawal up to 3:00 p.m. Friday of the 2nd week .....	50%
Withdrawal up to 3:00 p.m. Friday of the 3rd week .....	20%
Withdrawal any time thereafter .....	0%



## Admissions

Applicants may seek admission to a degree program or they may prefer the status of special student. Only those applying for a degree program need file letters of recommendation and official transcripts from each institution attended since high school. No more than 6 credits taken as a special student will be allowed prior to application.

All graduate students must hold an acceptable bachelor's degree from an accredited college or university with at least a 2.50 (B-) average. In the process of admission they must demonstrate a proper and adequate background to pursue graduate studies in the field of their choice.

Graduation from an international college, seminary, or university may be regarded as equivalent to the bachelor's degree provided the applicant's general background of education and experience indicates adequate preparation for graduate study. The approval of the Academic Dean is required for the granting of this equivalence.

Students seeking a degree will be reviewed for degree candidacy. The student must apply for degree candidacy no later than the completion of twelve (12) credits of graduate study. Candidacy should be granted or denied before the completion of 18 credits of graduate study. Each department reviews applications for candidacy at this time to insure that the quality of work is of sufficient calibre to show promise of successful completion of the degree program.

Admission to candidacy must be recommended by the department chairperson and approved by the Academic Dean.

Any student who fails to make formal application for candidacy risks losing credit for all courses taken beyond the first twelve (12) credits of graduate study.

## Academic Programs

St. Michael's College is currently admitting students to the following graduate degrees:

- Master of Education
- Master of Science in Counseling
- Master of Arts in Teaching English as a Second Language
- Master of Arts in Teaching Religion
- Master of Arts in Theology

The requirements of each degree program are listed with the course offerings of the various departments.

Graduate courses are numbered from 500-699 inclusive. Courses numbered 500-599 are Graduate courses open to qualified undergraduate students with the approval of the Academic Dean.

## Grading System

Grades are reported and recorded by letters which have the following quality point values.

A=4    B=3    C=2

Only courses for which a grade of C or higher is reported will be credited toward a Master's Degree. No more than two (2) courses with a grade of C will be credited toward a Master's degree. A student must have a general quality point average of at least 3.0 in order to qualify for a degree.

Auditing of courses will be permitted, without credit, according to the current fee schedule. Auditors may not change their status to that of a credit student after the first meeting of a course. Certificates of Auditor attendance will be issued upon request.

## Incomplete Grades

In programs that are in session during summer only, all incomplete work must be made up prior to the beginning of the next summer session. In programs that are in session during the Academic year all incomplete work must be made up prior to the end of the following semester or summer session.

## Degree Requirements

To earn a Master's degree a student must:

1. be accepted for candidacy in a degree program;
2. complete all requirements of that degree program;
3. maintain an overall quality point average of at least 3.0.

In no case shall credit counted toward a complete degree program be applied towards another degree program, graduate or undergraduate.

A student may transfer with permission of his Departmental Advisor a maximum of six (6) approved graduate credits from another *accredited* institution upon successful completion of twelve (12) credits of work at St. Michael's. The only course credits considered for transfer will be those which are applicable to the student's program and in which a grade of B or better was attained.



Undergraduate courses will not be counted toward a Masters degree at St. Michael's.

A maximum of six (6) graduate credits of Independent Study, Directed Readings and Practicum may be counted toward a degree program.

The time limit for accepting credits toward a graduate degree is seven years from the time of admission. Students may petition for an extension of this time limit. Such an extension must carry the recommendation of the department chairperson and the approval in writing of the Academic Dean.

Full time status is considered twelve (12) credits during the fall and spring semesters and six (6) credits during the six (6) *week summer session*, eight (8) credits for eight week summer session.

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## Education

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### The Masters of Education:

The Master of Education program in curriculum and instruction is intended for teachers who have completed initial teacher preparation. It seeks to further the unique professional goals of each individual who enrolls in the program. To do this, it relies on a close advisor-student relationship to guide each candidate's individualized program of study, and course offerings which emphasize both immediate classroom applications and long-term professional growth.

Acceptance for graduate study will be granted to those with:

1. Saint Michael's Admission. Three letters of recommendation which testify to the applicant's ability to pursue graduate study in education.
2. An acceptable score on the Miller Analogies Test, Graduate Record Examination, or other aptitude test.

Application for candidacy may be made during the semester in which the student will have completed twelve (12) credit hours of work. Students who are not granted candidacy will not be allowed to continue a degree program in Education, but may continue to study on a non-degree basis, or apply for admission to another Department.

The application for admission to candidacy shall be made on an approved form. The Program of Study may be in any

form acceptable to the student and the Department. It will be kept in the permanent file, and may be amended at any time by the candidate with the advisor's approval.

The Master of Education degree shall be awarded to the candidate who has completed at least 36 graduate credit hours of study and who, in the opinion of the Education Faculty, has completed his/her approved Program of Study. This judgment will be made at the comprehensive examination, usually held during the final semester of study.

No more than 12 graduate credits from off-campus courses may be counted toward the degree.

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### The Masters in Teaching English as a Second Language.

The MA in teaching English as a second language is designed for both prospective and experienced teachers. For the prospective TESL teacher, it provides foundations in TESL as well as a more rounded view of the field. It provides the teacher who has taught ESL an opportunity for up-grading of skills and for enrichment of educational and cultural background.

Non-native speakers must take an English exam on arrival. If they do not demonstrate English proficiency sufficient to follow the program, they may be required to reduce course loads to take intensive English training concomitantly with graduate courses, or in some cases, a full term of intensive English training before starting graduate courses.

Requirements for the Degree: The candidate must complete 36 credits (12 courses) which include:

- GE501-T, English Phonology
- GE502-T, English Grammar for TESL
- GEN503-T, Problems and Theory in Grammar
- GE541-T, Techniques and Materials for TESL
- GED542-T, Theory and Method in TESL
- GEN602-T, Studies in American Literature
- GED689-T, Special Seminar in TESL
- GED686-T, Practicum in TESL
- GEN600-T, English Vocabulary and Semantics
- GA602-T, Studies in American Culture
- GED631-T, Classroom Dynamics (Director's Approval Required)
- GED632-T, Theory & Method in Education (Director's Approval Required)

The candidate must also successfully sustain an oral comprehensive exam during the last semester of his/her program.

Those who may not wish to undertake the full MATESL program may consider the "Summer Institute in TESL" or the "Advanced TESL Certificate" program. For "Summer Institute in TESL" consult the current *Summer Schedule*. For further information, so indicate on the Registration Form on page 17.

### The Masters of Science in Counseling

The Master of Science in Counseling is designed to offer preparation to the person in the area of the helping services. This program is also designed to provide training in accordance with the directives of the professional and state regulatory bodies which are concerned with the training of professionals entering these fields. More specifically, this program will provide the person who will work in a helping relationship the necessary formal education and experiential training to fulfill the professional role of a counselor. The psychological orientation of the program emphasizes the individual psychology of Alfred Adler within the humanistic-existential tradition. Within the scope of the counselor role, there is the following which are available for development:

Acceptance for Graduate study will be granted to those with:

1. Saint Michael's Admission.
2. A bachelor's degree (or its equivalent) in Arts, Sciences or Education from an accredited college or university with at least a 2.50(B-) grade point average.
3. Three (3) letters of recommendation which indicate the applicant's sufficient promise to pursue a graduate degree.
4. Nine (9) to twelve (12) hours of Behavioral Foundations.
5. Three (3) semester hours of Sociological Foundations.

### Degree Program:

1. Thirty-six (36) semester hours.
2. A major paper or project report.
3. Comprehensive Examination.
4. 3.0 grade point average in all Graduate Course Work.

While the degree may be completed within 36 hours of study, the student and/or faculty may feel the need for further course work (particularly supervised field experience) to attain an appropriate level of professional competence in practice. Such experiences can be provided and taken as work beyond the basic degree requirements.

### Course Program:

1. Introduction to Adlerian Psychology
2. Life Style Assessment
3. Principles of Counseling
4. Techniques of Counseling
5. Principles of Group Dynamics
6. Theories and Approaches of Group Dynamics
7. Casework and Agencies I
8. Case work and Agencies II
9. Psychodynamics of Psychopathology
10. Methods of Research
11. Statistics in Education
12. Psychological Measurements
13. Practicum in Counseling

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### Religious Studies

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#### The Master of Arts in Teaching Religion:

The degree, Master of Arts in Teaching in Religion, is designed primarily to prepare students for teaching religion at the elementary and secondary school level but also for those involved in adult education and for coordinators or directors of religious education.

#### Prerequisites:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 2.5 average; or the equivalent in another country.
2. At least 2 courses in philosophy and 2 courses in theology. Candidates who lack these prerequisites may take them concurrently with degree work, usually without earning graduate credit.

#### Program

Twelve courses are required for this degree. In the first year, the student must take "Introduction to Religious Education." All other courses are chosen though some must be chosen within certain areas and in a certain sequence. If possible, first courses in New Testament, Moral Studies and Liturgical Studies should be Introductions to these fields. Required areas must be taken at St. Michael's College. The program outlined below represents minimum requirements; students are of course encouraged to use some of their electives for more courses, e.g., in Scripture, Doctrine etc. The sequence outlined below must be followed in order to qualify for candidacy.



1. Introduction to Religious Education. First year.
2. Old Testament Studies. First or second year.
3. New Testament Studies. First or second year.
4. Doctrinal Studies. Two courses.
5. Moral Studies.
6. Liturgical Studies.
7. Five Elective Courses.

N.B. No workshop credits allowed.

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#### The Master of Arts Degree in Theology:

The M.A. degree is designed for the same groups as the M.A.T. but especially for those involved in adult education, the training of teachers, the design of programs and for those contemplating doctoral studies.

#### Prerequisites:

1. Bachelor's degree in arts, science, philosophy, theology or education with a 3.0 average, or the equivalent in another country.
2. At least 18 undergraduate credits in philosophy and theology. Candidates who lack these prerequisites may take them concurrently with degree work, usually without earning graduate credit.

#### Program

In addition to the thesis, language requirement and comprehensive examinations, the student must complete work in ten courses. One course, "Introduction to Religious Education," is required of all. All other courses are chosen though some must be chosen within certain areas and in a certain sequence. If possible, first courses in New Testament, Moral Studies, Liturgical Studies should be Introductions to these fields. Required areas must be taken at St. Michael's College. Students are encouraged to use some of their electives for more courses, e.g., in Scripture, Doctrine etc. The sequence outlined below must be followed in order to qualify for candidacy.

1. Old Testament Studies. First year.
2. New Testament Studies. Second year.
3. Doctrinal Studies. Two courses, first and second year.
4. Moral Studies.
5. Liturgical Studies.

6. Introduction to Religious Education.
7. Three Elective Courses.

#### Language

A reading knowledge of Latin, Greek or a modern language tested by a special examination before the thesis is begun.

#### Thesis

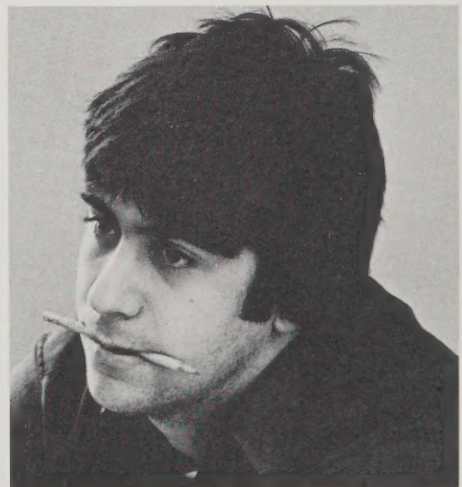
In addition to 30 credit hours of study in the above areas, a thesis must be written. This counts for six additional hours of credit. Both the preliminary outline of the thesis and the completed thesis itself must be approved by the director of the thesis and the chairperson. Further instructions available.

#### Comprehensive examinations

Comprehensive examinations are given in each of the required areas of study. These must be passed. Students who fail are entitled to one re-examination but this cannot be taken immediately. Further instructions available.

N.B. No workshop credits, and a maximum of three independent study credits acceptable.

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## EDUCATION

### GED510 CURRICULUM DEVELOPMENT

A survey of the field of curriculum development including basic issues (e.g., objectives, content-, process-, and value-oriented curriculum, etc.) and contemporary trends.

*Three credits.*

### GED512 MODELS FOR TEACHING

A study of teaching models and teacher characteristics through readings, film, or direct experience. Group discussion and analysis will aim to stimulate each participant toward reflection and professional development.

*Three credits.*

### GED514 CLASSROOM EVALUATION: THEORY AND PRACTICE

A review of basic descriptive statistics and evaluation theory, followed by study of testing alternatives, analysis of results, and alternative progress reporting systems.

*Three credits.*

### GED520 THE OPEN CLASSROOM

A study of the philosophy and psychology of open education, the organization of the open classroom, the selection and development of instructional materials, and the political considerations that accompany the concept. The emphasis in all work will be on the participants' own class environments.

*Three credits.*

### GED521 INDIVIDUALIZING INSTRUCTION

A study of various programs for individualization currently available, and practice in teacher-developed systems. The emphasis in all work will be on the participants' own class environments.

*Three credits.*

### GED522 VALUES CLARIFICATION

A study of the theory of values clarification through direct experience, discussion, and application to the participants' own classrooms as well as examination of the wealth of values clarification literature.

*Three credits.*

### GED523 HUMANISTIC EDUCATION

A study of the goals and methods of "humanistic education" — education of the whole person. The content will include introduction, affective learning, value clarification, creativity, and creative problem solving, higher-order cognitive learning, human relations learning, and confluent learning" that blends the cognitive, affective, and psychomotor. Participants will learn through study, experience, and application of the techniques to their classroom situation.

*Three credits.*

### GED530 TEACHING READING IN THE SUBJECT AREAS

A study of the problem of the poor reader in all subject areas. The essential aspects of the reading process will be reviewed, followed by study and application of diagnostic, compen-

satory, and remedial tools for teachers to use in their own class environments.

*Three credits.*

### GED550 APPROACHES TO SCHOOL DISCIPLINE

A study of the problem of managing or coping with human behavior in the school setting. At least six approaches will be considered (Rogers, Dreikurs, Transactional Analysis, Teacher Effectiveness Training, Behavior Modification, Glasser, or others).

*Three credits.*

### GED552 GROUP INTERACTION IN THE CLASSROOM

A theoretical examination of group interaction in the classroom with practical applications: Trust-building, communication skills, and group techniques such as role playing, debate, case method, discussion.

*Three credits.*

### GED560 SEMINAR IN THE FOUNDATIONS OF CURRENT EDUCATIONAL ISSUES

Investigation into current educational issues (such as equal opportunity, corporal punishment, teacher militancy, financing, innovations). The investigations will include historical, philosophical, and empirical inquiry with the results shared in seminars.

*Three credits.*

### GED610 ISSUES IN EDUCATIONAL ADMINISTRATION

A broad survey of selected issues in educational administration, such as communication, decision making, supervision, evaluation of instruction, staff development, educational politics, planning and budgeting.

*Three credits.*

### GED612 LEADERSHIP IN EDUCATION

A study of those skills and characteristics usually found in effective educational leaders using available research, the case study approach, and personal experiences of the participants. The goal is understanding of one's own school setting and development of one's own leadership abilities.

*Three credits.*

### GED600-19 CURRICULUM AND INSTRUCTION WORKSHOPS

Experience- or product-oriented workshops in the current practices in specific subject fields.

*Var. credit.*

### GED680 PROFESSIONAL DEVELOPMENT SEMINAR

A seminar for degree candidates in the final phases of their programs. From the needs, concerns, and interests of the participants, topics will be selected for investigation. The areas may include personal philosophy and practice or professional issues.

*Three credits.*



**GED687 PRACTICUM IN EDUCATION**

The student wishing to engage in a supervised practicum experience will work closely with a faculty sponsor in planning, carrying out, and documenting the experience.

*Three credits.*

**GED688 DIRECTED READINGS**

The student wishing to engage in an individualized program of reading and reaction will work closely with a faculty sponsor in planning, carrying out, and documenting the special program. Variable, permission.

**GED689 INDEPENDENT STUDY**

The student wishing to carry out a special project or investigation will work closely with a faculty sponsor in planning, carrying out, and documenting the project or investigation. Variable, permission.

**COUNSELING:****GC600 PRINCIPLES OF COUNSELING PROCESS**

This course investigates the general process of counseling, its goals and the various methods used to achieve them. Special emphasis is placed upon the respective roles of the therapist and client and the nature of the therapeutic relationship. The central focus of the course is Adlerian.

*Two credits.*

**GC601 TECHNIQUES OF COUNSELING PROCESS**

Same description as GE600.

*Prerequisite: GE600. Two credits.*

**GC602 FAMILY COUNSELING**

A study of the psychological mechanisms operating in the family, especially between parents and children. The approach will be in individual psychology of Alfred Alder as expounded by the late Rudolf Dreikurs (Children the Challenge) and Don Kinkmeyer, (Raising a Responsible Child).

*Two credits.*

**GC620 PRINCIPLES OF GROUP DYNAMICS**

The process of interaction within small groups with the emphasis on varieties of group experiences, the role of the individual within these experiences and the methods of their utilization in the field of education and counseling.

*Three credits.*

**GC621 THEORIES AND APPROACHES OF GROUP DYNAMICS**

The examination of the ecological settings, the sociometric designs, the process methods, and structuring of groups from the viewpoint of a variety of theories and approaches including those of J. L. Moreno, Eric Berne, Herbert Thelen, etc.

*Prerequisite: GC620. Three credits.*

**GC622 PSYCHODRAMA WORKSHOP**

The most effective way to learn psychodramatic techniques is by participation in psychodrama. Students will therefore form a group among themselves to study and practice such techniques as: role playing and role reversal; doubling; mirroring; the soliloquy; the auxiliary ego; and the protagonist, among others. The workshop is designed for classroom teachers, counselors, group leaders, etc.

*Three credits.*

**GC630 CASEWORK AND AGENCIES I**

The course has two objectives: (1) the development of technical expertise in the knowledge and use of community resources (2) the introduction of the student to community casework practice through the practical application of counseling theory within an agency framework.

*Three credits.*

**GC631 CASEWORK AND AGENCIES II**

The course has two objectives: (1) the development of technical expertise in the knowledge and use of community resources (2) the introduction of the student to community casework practice through the practical application of counseling theory within an agency framework.

*Prerequisite: GC630. Three credits.*

**GC640 INTRODUCTION TO ADLERIAN PSYCHOLOGY**

Supervised readings in the theory of Adlerian Psychology with seminars in its practical applications. For counselors, educators, pastoral workers and those involved in similar services.

*Two credits.*

**GC641 LIFE STYLE ASSESSMENT**

Diagnostic procedures in understanding the individual. Emphasis will be on interpreting the client's family constellation and early recollections to determine his life style. Other procedures used in humanistic counseling will be reviewed.

*Two credits.*

**GC642 SEMINAR IN HUMANISTIC PSYCHOLOGY**

A seminar investigating the evolution and concepts of humanistic psychology from Freud to the present day.

*Prerequisite: Some basic understanding of general psychology. Two credits.*

**GC643 PERSONALITY AND CULTURE**

This course will explore the relationship between the individual and the society in which he lives. The emphasis will be placed upon the importance of this relationship in the counseling or therapeutic process. An attempt will be made to provide information as to how the counselor may become more aware of his own cultural conditioning as well as that of his client. Some attention will be given to cross-cultural examples of personality differences which are culturally induced.

*Two credits.*



**GC650 METHODS OF RESEARCH**

Methodology of scientific inquiry; relationship of the question posed and the design of an experiment; design of research and interpretation of results.

*Two credits.*

**GC651 STATISTICS IN EDUCATION**

This course will develop an understanding and use of statistical procedures employed in educational problems and research.

*Two credits.*

**GC652 PSYCHOLOGICAL MEASUREMENTS**

A survey course for the counselor and educator. The emphasis will be on the interpretation of currently employed ability, interest and personality test results. Students will take and interpret a wide range of tests and study a variety of detailed clinical reports.

*Two credits.*

**GC660 PRACTICUM IN COUNSELING**

*Three-Six credits.*

**GC689 INDEPENDENT STUDY**

*One - Three credits.*

## TEACHING ENGLISH AS A SECOND LANGUAGE:

**GEN501-T ENGLISH PHONOLOGY (PHONETICS AND PHONEMICS)**

Principles of descriptive articulatory phonetics and an outline of American English Phonemes with references to contrastive data from other languages. Discussions and demonstrations of particular teaching programs are derived from the descriptive phonological data of the course.

*Three credits.*

**GEN502-T ENGLISH GRAMMAR FOR TEACHERS OF ESL**

Outline of English Grammatical Structure with occasional references to contrastive data from other languages. Throughout the course, implications for English as a Second Language teaching are drawn from linguistic analysis. Traditional, structural, and transformational points of view are included.

*Three credits.*

**GEN503-T PROBLEMS AND THEORY IN GRAMMAR**

A study of traditional, structural, and transformational grammars. Attempts will be made in the course to center on these parts of the grammar that are major problems for learners of English as a Second Language.

*Three credits.*

**GED541-T TECHNIQUES AND MATERIALS OF TEACHING ENGLISH AS A SECOND LANGUAGE**

Presentation of teaching methods and materials of English as a Second Language. Practice in various techniques and procedures from audio-lingual "Pattern Drill" techniques to reading and writing exercises. Includes micro-teaching and practice classes.

*Three credits.*

**GED542-T THEORY AND METHOD IN TESL**

History and present status of modern language teaching; objectives of modern language instruction; the learning process; methodology; the teaching of vocabulary and idiom; the teaching of grammar; the teaching of pronunciation; the language laboratory; English as a Second Language in the elementary school; selection of texts and other teaching aids; measurements of instruction.

*Three credits.*

**GEN600-T ENGLISH VOCABULARY AND SEMANTICS**

A study of current etymological categories of English and a description of types and sources of the vocabulary with an eye to the "learning load." Introduction to the principles of semantics, "meanings of words and sentences." A consideration of cross-cultural indexing.

*Three credits.*

**GAS602-T STUDIES IN AMERICAN CULTURE**

Readings and discussions on selected topics of American cultural patterns, governmental, religious, political, educational. As far as possible, contrastive data from other cultures will be introduced in the course.

*Three credits.*

**GEN602-T SEMINAR IN AMERICAN LITERATURE**

Selected readings from American Literature with the aim of acquainting the student with major schools of literary and social ideas of American writers.

*Three credits.*

**GED631-T CLASSROOM DYNAMICS**

Study of and practice with various classroom approaches: value clarification, inter-cultural dynamics, individualized instruction, self-concept, counseling techniques for foreign students.

*Three credits.*

**GED632-T SEMINAR IN EDUCATIONAL THEORIES AND METHODS**

Selected readings and discussions on issues, problems, and principles of educational theories and methods in general.

*Three credits.*

**GED686-T PRACTICUM IN TESL**

Restricted to MATESL candidates who have completed at least one term of study. The candidate will be required to undertake some practice teaching under the supervision of a Program faculty member for up to 60 hours in the Intensive English Training Program at St. Michael's College; researching and developing special materials to be used in tutorial classes or small-group clinics for problem learners in the Intensive English Program, or assisting in intercultural labs with foreign and American students. Generally, candidates without prior teaching experience in TESL will do practice teaching for the Practicum.

*Three credits.*

**GED689-T SPECIAL SEMINAR IN TESL**

A summary of bibliographical and research sources in TESL. Reading and discussions on selected topics in TESL. Topics will vary, but will center on current issues, principles, and problems in second language teaching and in TESL in particular. In addition to the general topics discussed, each student in the seminar will be required to choose a particular topic for more detailed study and to make oral and written reports on it to the seminar.

*Three credits.*

## GRADUATE STUDIES IN THEOLOGY AND RELIGIOUS EDUCATION

**SGRS500 MARRIAGE, HUMAN REALITY, AND REDEPTIVE MYSTERY**

Marriage is a man-woman relationship which by its nature is complementary and creative as well as redemptive. The purpose of this course is to study the biblical and psychological bases of the man-woman relationship, some necessary qualities for conjugal consent and the interhuman dimensions of marriage and family relations. Special attention is given to requirements of marriage preparation and family enrichment.

*van der Poel*

*Area: Moral Studies, Liturgical Studies. Three credits. July 18-August 5.*

**SGRS505 COMMUNICATION OF FAITH IN MODERN AUDIO/VISUAL CIVILIZATION**

The exigencies of contemporary man: consciousness, freedom, communication. New forms of communication of the modern audio-visual civilization. The approach to God through

self-awareness and self-confidence. Interiorization of the notion of God. Openness to new forms of education through a symbolic approach.

*Babin*

*Elective, three credits, July 18-August 5.*

**SGRS506 THE THEOLOGY OF WORD AND SACRAMENT**

A modern approach to the theology of preaching and sacraments which attempts to integrate the findings of the human sciences into a comprehensive sacramental theology which takes account of the authentic whole tradition of the East and West.

*Kilmartin*

*Area: Doctrinal Studies, Liturgical Studies.*

*Three credits. June 26-August 5.*

**SGRS517 SAINT PAUL: HIS TEACHING AND WRITINGS**

Paul as an interpreter of Jesus. Romans: its structure; pre-Pauline, Pauline and redactional elements; connection with the Pauline corpus. Corinthians and Galatians. Deutero-Pauline writings. Life in Christ. St. Paul and other New Testament writers.

*McAlee*

*Area: Biblical Studies. Three credits.*

*June 26-August 5.*

**SGRS518 CHRISTIAN LIFE AND WORSHIP IN THE FIRST TWO CENTURIES**

The texts of the non-canonical early writings, above all those of the Apostolic Fathers will be studied with a view primarily of discovering the spirituality and the liturgical life of that formative era.

*Diekmann*

*Area: Doctrinal Studies, Liturgical Studies.*

*Three credits. June 26-August 5.*

**SGRS520 THE SYNOPTIC GOSPELS**

The content and theology of the first three Gospels, with an introduction to contemporary methods of Gospel criticism.

*Brown*

*Area: Biblical Studies. Three credits.*

*June 26-August 15.*

**SGRS521 INTRODUCTION TO THE OLD TESTAMENT**

The Old Testament against the background of Ancient Near Eastern Civilization. Non-biblical texts as background. Archaeology. Kingdom of God as principal theme. Connection with New Testament. This course is reserved primarily for first and second year students with no O. T. courses.

*Bryan*

*Area: Biblical Studies. Three credits.*

*June 26-July 15.*

**SGRS524 CHRISTIANITY AND EASTERN RELIGIONS**

This course will seek to engage two major religious traditions of the East . . . Hinduism and Buddhism . . . in dialogue with Christianity on the question of the ultimate meaning of human existence. The theological method to be followed will be both phenomenological (raising questions for understanding) and transcendental (raising questions for judgement).



Kroger

*Area: Ecumenical Studies for former students;  
elective for new students. Three credits.  
June 26-August.*

### SGRS526 AN INTRODUCTION TO LITURGICAL STUDIES

A tour d'horizon for ongoing study and work in liturgy on several levels: recent Catholic documents, history and theology of the liturgy, liturgical structures, pastoral applications and methods. Liturgical experiences will be shared and visits will be made to non-Catholic worshipping communities.

Duggan

*Area: Liturgical Studies. Three credits.  
June 26-August 5.*

### SGRS530 INTRODUCTION TO RELIGIOUS EDUCATION

Core elements: the art of teaching and communicating the faith, personal development in the art of teaching religion, history of catechesis, official directives, current theory and practice. Introductory elements to later courses: Scripture, Christology, Liturgy, Developmental Psychology, Audio-Visual media, etc. This is required of first year M.A.T. candidates.

LoCigno

*Area: Religious Education Studies. Three credits. June 26-August 5.*

### SGRS580 CATHOLIC MORAL THEOLOGY TODAY

Catholic Moral Theology today. Contemporary Models such as situationism, consequentialism, personalism, the ecclesial-creative; and the theological presuppositions underlying these approaches. Role of Scripture, natural law and magisterium in moral decision-making. Role of anthropology and other human sciences in moral theology today.

Mahoney

*Area: Moral Studies. Three credits.  
June 26-August 5.*

### SGRS610 RELIGIOUS EXPERIENCE AND PSYCHOLOGY

An exploration of the varieties of religious experience from the point of view of modern psychology and the thinking of Baron von Hugel. Study of healing, dreams, meditation, pentecostal experience in an open and analytic manner.

Kelsey

*Elective. Three credits. June 16-July-15.*

### SGRS614 THEOLOGY OF THE CHURCH

A biblical, historical, and theological understanding of the Church of Christ: its origins, mission to the world, and leadership. Readings from Vatican II and contemporary ecclesiologists.

Granfield

*Area: Doctrinal Studies. Three credits.  
June 26-August 5.*

### SGRS620 THE EXPERIENCE OF GOD

The question of God in today's world. A return to experience. Anthropology and Religious Experience. Models of man's self-transcendence. Religion and God. God and the World. The contribution of Christianity. The import of religious

language. Prayer and Providence. Faith and Atheism.

Lane

*Area: Doctrinal Studies. Three credits.  
June 26-August 5.*

### SGRS623 ISRAEL'S SELF-UNDERSTANDING: THE HISTORICAL BOOKS

Critical treatment of the historical books with emphasis on the Pentateuch. Particular attention will be given to contemporary criticism of the role of D and P in the development of Israel's self-understanding.

Suelzer

*Area: Biblical Studies. Three credits.  
June 26-August 5.*

### SGRS645 JUDAISM IN THE CHRISTIAN CURRICULUM

For religious education at all levels. Materials, resources, religious calendar of Judaism, life cycle of the Jew, survey of Judaism through audio-visual, literary, and human resources. Acquaintance with local, national and international resources.

Wall

*Area: Ecumenical St. for former students;  
elective for new students. Three credits.  
June 26-August 5.*

### SGRS652 THEOLOGY OF PRAYER

A study of the deepening awareness of God's Presence through listening and loving; how this union of wills gradually develops to heal and transform the personality in Christ. An experiential analysis, both traditional and contemporary . . . including, e.g., Teresian Spirituality and Transcendental Meditation . . . of the ways of the Spirit which compose the life of prayer.

Granfield

*Elective. Three credits. June 26-August 5.*

### SGRS653 CHRISTOLOGY

A survey of basic themes relating to the person and the work of Jesus Christ in the historical order of their emergence and in their implications for man today.

LaPorte

*Area: Doctrinal Studies. Three credits.  
June 26-July 15.*

### SGRS654 THE EVOLUTION AND TENDENCIES OF MODERN CATHOLIC SOCIAL THOUGHT

Major social positions of the papacy, episcopacy in synod and various selected national hierarchies seen in the context of their times and social circumstances. The spiritual and pastoral implications of these documents. Their locus in the broader areas of modern areas of modern social and political thought.

Schall

*Elective. Three credits. June 26-August 5.*

### SGRS WORKSHOP GENESIS 2 WORKSHOP

The famous Fr. Vincent Dwyer multi-media program for adult education and spiritual growth. See workshop section for further information.

Mahoney

*June 20-24.*

- ANDERSON, William, O., M.B.A.  
(Dartmouth College)  
*Assistant Professor of Business and Economics*
- BECHARD, Bernard, S.S.E., M.A.  
(Columbia University)  
*Assistant Professor of Education*
- CARVELLAS, John N., B.A.  
(Colby College)  
*Assistant Professor of Business and Economics*
- CONLEY, James P., Ph.D.  
(Loyola University)  
*Chairman and Assistant Professor of Classics*
- COOMBS, James R., S.S.E., M.S.Ed.  
(Fordham University)  
*Associate Professor of Education*
- COUTURE, Paul E., S.S.E., S.T.D.  
(Pontifical Gregorian University)  
*Chairman and Professor of Religious Studies*
- DOBSON, Frederick H. III, Ph. D.  
(University of Connecticut)  
*Assistant Professor Biology*
- DILORENZO, Richard N., Ph.D.  
(Cornell University)  
*Professor of Biology*
- FOLEY, Edward L., Ph.D.  
(Lehigh University)  
*Chairman and Professor of Physics*
- FORTUNE, George A., M.S., C.P.A.  
(University of Vermont)  
*Professor of Business and Economics*
- GAIDA, Joseph A., M.A.P.A., Ph.D. (Cand.)  
(University of Nebraska)  
*Fellow Gerontological Society  
Administrative Assistant to the Academic Dean*
- GAMACHE, Sr. Pauline, Ph.D.  
(University of Portland)  
*Coordinator and Associate Professor of Humanities*
- GRADY, Gilbert L., Ph.D.  
(State University of New York)  
*Associate Professor of Chemistry*
- HAMPES, William P., Ph.D. (Cand.)  
(University of North Dakota)  
*Assistant Professor Psychology*
- HESSLER, Arthur C., Ph.D.  
(University of Vermont)  
*Assistant Professor of Biology*
- KNIGHT, Harry R., M.B.A.  
(University of Florida)  
*Assistant Professor of Business and Economics*
- KRIKSTONE, Barry J., Ph.D.  
(Southern Illinois University)  
*Assistant Professor of Psychology*
- KROGER, Joseph W., Ph.D.  
McMaster University  
*Assistant Professor of Religious Studies*
- KUKLIS, Richard P., Ph.D.  
(Syracuse University)  
*Assistant Professor Business and Economics*
- KUNTZ, Norbert A., Ph.D.  
(Michigan State University)  
*Chairman and Associate Professor of History and American Studies  
Coordinator of Summer Honors Program*
- LAMARCHE, David, M.B.A.  
*Assistant Professor of Business and Economics*
- LECLAIR, Paul J., Ph.D.  
(Catholic University)  
*Associate Professor of Fine Arts  
Coordinator of Summer Activities*
- MAHER, Frederick J., Ph.D.  
(Columbia University)  
*Chairman and Professor of Sociology*
- MICHAELS, James K., M.S.  
(Xavier University)  
*Associate Professor of Chemistry*
- NAGY, Alex, Ph.D.  
(University of Wisconsin)  
*Chairman and Professor of Journalism*
- NARAMORE, Vincent H., Ph.D.  
(Syracuse University)  
*Professor of Mathematics*
- O'BRIEN, FREDERICK J., M.A.T.  
(University of Notre Dame)  
*Chairman and Assistant Professor of Education*
- OLGYAY, George, Ph.D.  
(University of Notre Dame)  
*Chairman and Professor of Political Science*
- RAQUIER, Richard A., M.A.  
(University of Kentucky)  
*Assistant Professor Journalism*
- RATHGEB, Donald A., M.F.A.  
(Catholic University)  
*Chairman and Professor of Fine Arts*
- RATHGEB, Joanne, M.A.  
(Indiana State University)  
*Associate Professor of Fine Arts*
- ROSS, Joel P., Ph.D.  
(University of Vermont)  
*Assistant Professor of Physics*
- SHEEHY, John D., B.A.  
(St. Michael's)  
*Coordinator of Summer Admission*
- SPARKS, Warren, A.M.  
(Boston University)  
*Chairman and Professor of Mathematics*
- Wall, Max D., Rabbi, M.H.L.  
(Jewish Theological Seminary of America)  
*Lecturer in Religious Studies*
- WILSON, William E., Ph.D.  
(Tufts University)  
*Chairman and Assistant Professor of Political Science*



CATONE, James G. Ed.D.  
(University of Massachusetts)  
*Associate Professor Psychology at  
Norwich University*

CHIACCHIERI, Peter P., M.Ed., M.A.  
(St. Michael's College, U.C.L.A.)  
*Faculty Edmunds Jr. High School,  
Burlington, Vt.*

CHASE, Rev. Philip, M.S.  
(St. Michael's College)  
*Pastor United Church, Stowe, Vt.*

EAGAN, Maryanne, M.S.  
(St. Michael's College)  
*State Dept. of Education, Montpelier, Vt.*

DILEGO, Pasquale, B.S.  
(Norwich University)  
*Director of Career Education (SPACC)  
Edmunds Jr. High School, Burlington, Vt.*

DEANE, William, Ph.D.  
(Washington University)  
*Private Practice, Montpelier, Vt.*

FARNHAM, Beverly, M.S.  
(St. Michael's College)  
*Adm. Asst. Spaulding High School, Barre, Vt.*

LAGOR, Robert, M.A.  
(University of Montreal)  
*Assistant Director for Special Services  
Vocational Rehabilitation, Montpelier, Vt.*

MAHONEY, Edward, Ph.D.  
(Louvain University)  
*Associate Director of Adult Rel. Educ.*

MACKINNON, Allan, M.Ed.  
(St. Michael's College)  
*Faculty at Marymount High School, Montreal*

STOCKTON, Alan, Ed.D.  
(University of Massachusetts)  
*Principal Vincent Massey Jr. High  
School, Montreal*

## GUEST FACULTY

BABIN, Rev. Pierre  
(*Director, Catechetical Institute, Lyons,  
France*)

BROWN, Schuyler, S.J.  
(S.S.L., Dr. Theol. Munster)

DAVIS, D. Westervelt,  
Price Waterhouse & Co., Boston

DIEKMANN, Godfrey, O.S.B.  
(S.T.D., Rome)

DUGGAN, Paul, O.A.R.  
(S.T.L., Rome, Diploma Trier)

GRANFIELD, David, O.S.B.  
(LL. B., S.T.D., Catholic University)

GRANFIELD, Patrick, O.S.B.  
(Ph.D., Rome, S.T.D., Catholic University)

HOGAN, Charles  
Price Waterhouse & Co., Boston

KELSEY, Rev. Dr. Morton  
(Princeton, B.D., Episc. Theol. School  
Claremont, Jung Institute Zurich)

DUFFY, Carolyn, M.A.  
(Columbia University)  
*Lecturer in English as a Second  
Language*

GAMACHE, Richard O., MEd. TESL  
(St. Michael's)  
*Coordinator of Foreign Students*

LACHARITE, Norman J., M.A.T.  
(St. Michael's College)  
*Associate Professor of English as a  
Second Language*

MURPHY, Edward F., Ph.D.  
(University of Ottawa)  
*Professor of English*

O'NEILL, Eugene P., M.A.  
(University of Connecticut)  
*Associate Professor of English as a  
Second Language*

ROYER, Janet R., M.A.T.  
(St. Michael's College)  
*Assistant Professor of English as a  
Second Language*

THAYER, Alice M., M.A.T.  
(St. Michael's College)  
*Assistant Professor of English as a  
Second Language*

KILMARTIN, Edward, S.J.  
(M.A. Phil., M.S. Chem., S.T.D.)

LANE, Rev. Dermont  
(S.T.D., Rome, Mater Dei Institute of  
Education in Dublin)

LAPORT, Jean-Marc, S.J.  
(D. Es. Sc. Rel., Strasbourg)

LOCIGNO, Rev. Joseph  
(M. Ed., Ph.D., Boston College, S.T.D.,  
Rome)

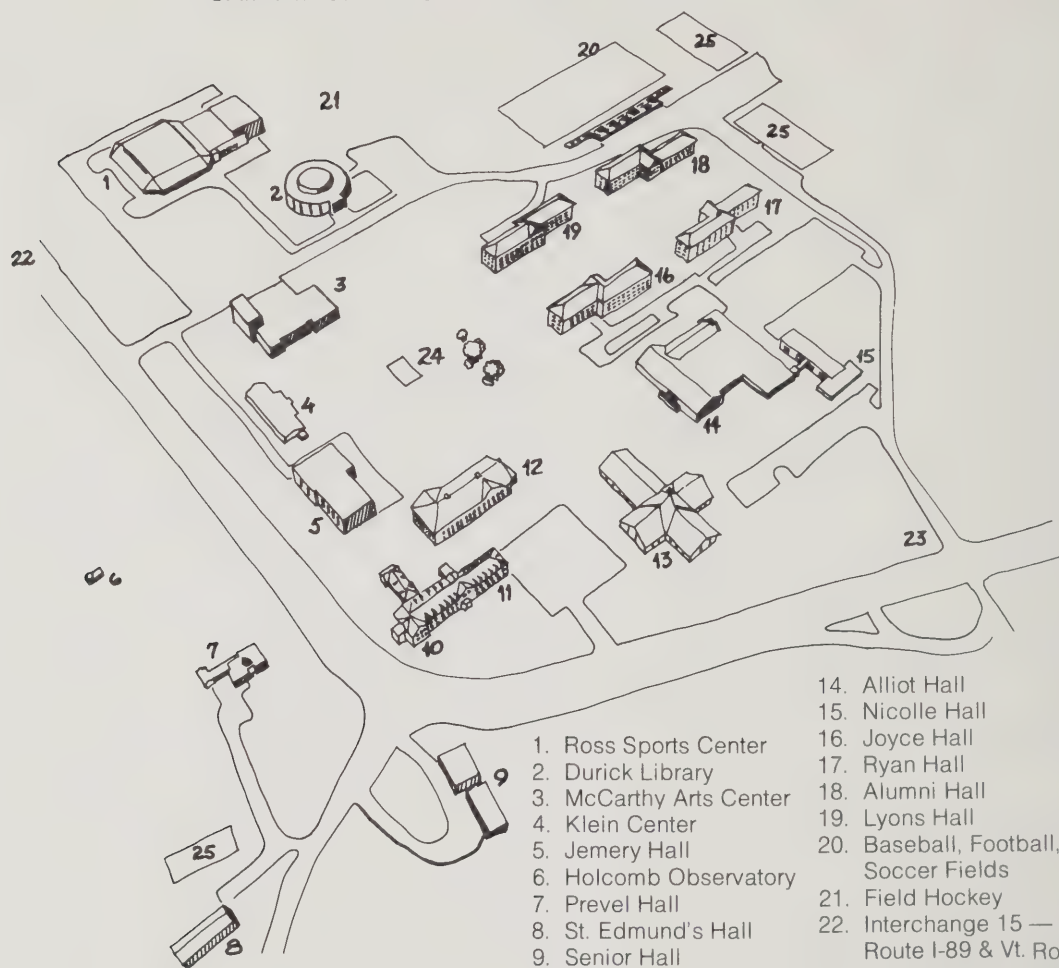
MCALEE, Eugene, D. SS. R.  
(S.T.L., S.S.L., Rome)

SUELZER, Alexa, S.P.  
(Ph.D., Catholic University)

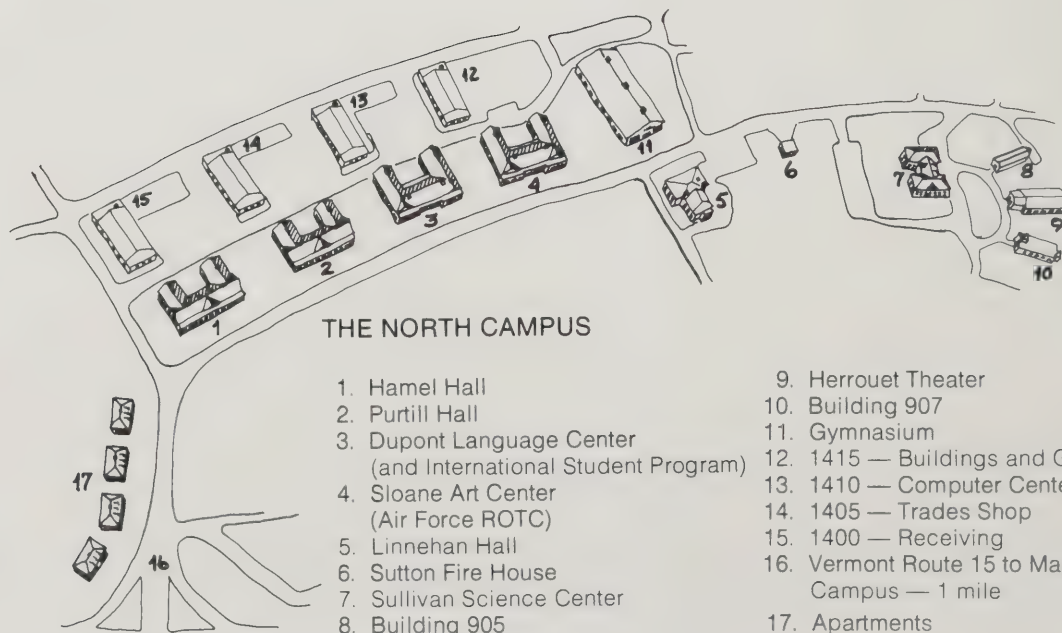
SCHALL, James, S.J.  
(Ph.D., Georgetown)

VAN DER POEL, Cornelius, C. S. Sp.  
(*Director, Family Life Bureau of Detroit*)

## SAINT MICHAEL'S COLLEGE — THE MAIN CAMPUS



- |   |  |
|---|--|
| 1. Ross Sports Center                   | 14. Alliot Hall                                |
| 2. Durick Library                       | 15. Nicolle Hall                               |
| 3. McCarthy Arts Center                 | 16. Joyce Hall                                 |
| 4. Klein Center                         | 17. Ryan Hall                                  |
| 5. Jemery Hall                          | 18. Alumni Hall                                |
| 6. Holcomb Observatory                  | 19. Lyons Hall                                 |
| 7. Prevel Hall                          | 20. Baseball, Football, Soccer Fields          |
| 8. St. Edmund's Hall                    | 21. Field Hockey                               |
| 9. Senior Hall                          | 22. Interchange 15 — Route I-89 & Vt. Route 15 |
| 10. Founder's Hall                      | 23. Vermont Route 15 to North Campus — 1 mile  |
| 11. Health Center                       | 24. George D. Aiken Mall                       |
| 12. Cheray Science Hall                 | 25. Basketball and Tennis Courts               |
| 13. Chapel of St. Michael the Archangel |  |



## THE NORTH CAMPUS

- |   |  |
|---|--|
| 1. Hamel Hall   | 9. Herrouet Theater                                  |
| 2. Purtil Hall  | 10. Building 907                                     |
| 3. Dupont Language Center (and International Student Program) | 11. Gymnasium  |
| 4. Sloane Art Center (Air Force ROTC)                         | 12. 1415 — Buildings and Grounds                     |
| 5. Linnehan Hall  | 13. 1410 — Computer Center                           |
| 6. Sutton Fire House  | 14. 1405 — Trades Shop                               |
| 7. Sullivan Science Center                                    | 15. 1400 — Receiving                                 |
| 8. Building 905   | 16. Vermont Route 15 to Main (South) Campus — 1 mile |
|   | 17. Apartments                                       |



SAINT MICHAEL'S COLLEGE  
Winooski, Vermont 05404

Please Print

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone No. \_\_\_\_\_ Social Security No. \_\_\_\_\_

Have you attended St. Michael's College before: Graduate \_\_\_\_ No \_\_\_\_ Yes \_\_\_\_  
Years

Undergraduate \_\_\_\_ No \_\_\_\_ Yes \_\_\_\_  
Years

Do you require any of the following information: \_\_\_\_\_ Housing

\_\_\_\_\_ Undergraduate Application

\_\_\_\_\_ Graduate Studies Application

I am presently pursuing a \_\_\_\_\_ Degree with a Concentration in \_\_\_\_\_

Please pre-register me for the following course(s):  
Please list in Priority order:

Department	No.	Course or Workshop Title	Number of Credits or Certificate Units
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Signature \_\_\_\_\_ Date \_\_\_\_\_

*A twenty-five dollar, non-refundable deposit is required at time of registration.*

For office use only.





Saint Michael's College is Accredited by the New England Association of Colleges and Secondary Schools.

Saint Michael's College believes in . . . and practices . . . non-discrimination. It does not, and will not in the future, discriminate against applicants for admission or for employment, students or employees on the basis of race, national or ethnic origin, color, religion, age or sex in the administration of its educational policies, employment practices, admission policies, scholarship and loan programs, and athletic or other college administered programs. Saint Michael's College practices non-discrimination in the context of its Catholic faith and heritage.

Applicants for admission as students, as well as applicants for employment and employees are protected from sex discrimination under the provisions of Title IX of the Education Amendments of 1972. The College Equal Opportunity Coordinator is Mr. Donald L. Larson, Founders 117, Saint Michael's College, Winooski, Vermont 05404.

The academic records of students are in the custody of the Director of the Student Information Center/Registrar. These records are considered confidential and are managed generally according to the *Guide Developed by the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admissions Officers*. Transcripts of a student's work are usually released only at the request of the student. Academic information released concerning students otherwise is generally limited to date of birth, dates of enrollment at Saint Michael's College and degrees earned here, home and local addresses, and verification of signature. The College adheres to both the spirit and the letter of The Family Educational Rights and Privacy Act of 1974.

Saint Michael's reserves the right to change various prices and policies without prior notice. We will, however, make every effort to notify your school, or you, of significant changes.

#### Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974 pertains to student educational records maintained by Saint Michael's College. The Act states that students, and parents of dependent students, can have access to their educational records and at the same time the Act protects the rights to privacy of students by limiting the transferability of records without their consent. The following guidelines are presented to assist all members of the Saint Michael's community to understand the provisions of the Act as they apply to Saint Michael's College.

#### I. College Policy on Student Access to Educational Records

All students and former students will have access to their educational records upon written request to the applicable office. Each office will comply with all requests within a reasonable length of time, but not later than forty-five days from the date of the written request. Educational records include academic records, confidential letters and statements.

Records not covered by the Act include any record received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records if requested by a student.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

A student who requests access to an educational record is expected to present valid identification and to use good judgment as to the time and work problems of the office in which the records are maintained.

Students may request copies of any educational record at the cost of \$1.00 for the first page and 10¢ for each additional page per request.

#### II. College Policy on Release of Confidential Records

The college will not release any educational record concerning any student or former student, unless a written statement authorizing such a release is received from the student or former student.

Exceptions to this policy are:

1. Faculty and staff members having legitimate educational interests in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements of administration of the Financial Aid Program.
4. Accrediting organizations in carrying out their accrediting function.
5. Parents of a dependent student.
6. Directory information (See III, below).
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed.
8. In an emergency situation involving the health or safety of the student or other persons.

The college will advise all recipients of student records that only authorized persons may see the records. Each college office will keep a record of all individuals requesting or receiving student records except as noted in item 1, above.

#### III. Directory Information

The college will, in the course of the school year, release to the public certain information regarded as directory data. If a student desires this information not to be publicized, he/she must request in writing on an annual basis that such information not be published. Saint Michael's College considers the following to be "Directory Information".

Name and Address	Height/Weight
Telephone Number	(athletic team members)
Date/Place of Birth	Dates of Attendance
Academic	Degrees and Awards
Concentration	Previous School Attendance

#### IV. Hearings

A student may challenge any educational record that he/she feels to be inaccurate, misleading, or a violation of privacy. This policy does not apply to academic grades received for course work except when there is reason to believe that an error was made in recording grades to the transcript.

When a student desires to challenge a record, every effort should be made to resolve the question with the office involved. If this is not possible, the student must submit in writing to the coordinator of the Family Educational Rights and Privacy Act of 1974 (Mr. Donald L. Larson) a statement outlining the alleged inaccurate, misleading or inappropriate data or statement contained in the record. The coordinator will appoint an impartial college official who will conduct a hearing within 45 days of the written request. The results of the hearing will be transmitted in writing to the student and all other parties involved. The student may appeal the decision to the president of Saint Michael's College. The president's decision will be final.

The above policy statement is subject to amendment from time to time and is also subject to approval by the Board of Trustees.



ST. MICHAEL'S COLLEGE  
WINOOSKI, VERMONT 05404



THIRD CLASS

POSTAGE

**PAID**

BUFFALO, N.Y.

